REVIEW OF EDUCATIONAL RESEARCH VOLUME 67, 1997 AUTHOR INDEX

Aaron, P. G. No. 4, p. 461

Balter, Lawrence. See Gorman, Jean Cheng Beck, Isabel L. See Kucan, Linda Brantlinger, Ellen. No. 4, p. 425

Cox, Nancy D. See Galassi, John P.

Ferguson, Dianne L., & Ferguson, Philip M. No. 4, p. 416 Ferguson, Philip M. See Ferguson, Dianne L.

Galassi, John P., Gulledge, Suzanne A., & Cox, Nancy D. No. 3, p. 371 Gorman, Jean Cheng, & Balter, Lawrence. No. 3, p. 339 Grant, Carl A., & Graue, Elizabeth. No. 1, p. 1; No. 4, p. 371 Graue, Elizabeth. See Grant, Carl A. Gresham, Frank M., & MacMillan, Donald L. No. 4, p. 377; No. 4, p. 421 Gulledge, Suzanne A. See Galassi, John P.

Hanley-Maxwell, Cheryl. See Phelps, L. Allen Hattie, John, Marsh H. W., Neill, James T., & Richards, Garry E. No. 1, p. 43 Hofer, Barbara K., & Pintrich, Paul R. No. 1, p. 88 Hoover-Dempsey, Kathleen V., & Sandler, Howard M. No. 1, p. 3

Knapp, Michael S. No. 2, p. 227 Kucan, Linda, & Beck, Isabel L. No. 3, p. 271 Kuhn, Deanna. No. 1, p. 141

MacMillan, Donald L. See Gresham, Frank M. Marsh H. W. See Hattie, John Metz, Kathleen E. No. 1, p. 151

Neill, James T. See Hattie, John

Palincsar, Annemarie Sullivan. No. 4, p. 373 Phelps, L. Allen. No. 2, p. 197 Pintrich, Paul R. See Hofer, Barbara K.

Richards, Garry E. See Hattie, John Rieth, Herbert. See Woodward, John

Sandler, Howard M. See Hoover-Dempsey, Kathleen V. Tierney, William G. No. 2, p. 165

Woodward, John, & Rieth, Herbert. No. 4, p. 503

REVIEW OF EDUCATIONAL RESEARCH VOLUME 67, 1997 AUTHOR INDEX

Aaron, P. G. No. 4, p. 461

Balter, Lawrence. See Gorman, Jean Cheng Beck, Isabel L. See Kucan, Linda Brantlinger, Ellen. No. 4, p. 425

Cox, Nancy D. See Galassi, John P.

Ferguson, Dianne L., & Ferguson, Philip M. No. 4, p. 416 Ferguson, Philip M. See Ferguson, Dianne L.

Galassi, John P., Gulledge, Suzanne A., & Cox, Nancy D. No. 3, p. 371 Gorman, Jean Cheng, & Balter, Lawrence. No. 3, p. 339 Grant, Carl A., & Graue, Elizabeth. No. 1, p. 1; No. 4, p. 371 Graue, Elizabeth. See Grant, Carl A. Gresham, Frank M., & MacMillan, Donald L. No. 4, p. 377; No. 4, p. 421 Gulledge, Suzanne A. See Galassi, John P.

Hanley-Maxwell, Cheryl. See Phelps, L. Allen Hattie, John, Marsh H. W., Neill, James T., & Richards, Garry E. No. 1, p. 43 Hofer, Barbara K., & Pintrich, Paul R. No. 1, p. 88 Hoover-Dempsey, Kathleen V., & Sandler, Howard M. No. 1, p. 3

Knapp, Michael S. No. 2, p. 227 Kucan, Linda, & Beck, Isabel L. No. 3, p. 271 Kuhn, Deanna. No. 1, p. 141

MacMillan, Donald L. See Gresham, Frank M. Marsh H. W. See Hattie, John Metz, Kathleen E. No. 1, p. 151

Neill, James T. See Hattie, John

Palincsar, Annemarie Sullivan. No. 4, p. 373 Phelps, L. Allen. No. 2, p. 197 Pintrich, Paul R. See Hofer, Barbara K.

Richards, Garry E. See Hattie, John Rieth, Herbert. See Woodward, John

Sandler, Howard M. See Hoover-Dempsey, Kathleen V. Tierney, William G. No. 2, p. 165

Woodward, John, & Rieth, Herbert. No. 4, p. 503

REVIEW OF EDUCATIONAL RESEARCH VOLUME 67, 1997 TITLE INDEX

Adventure Education and Outward Bound: Out-of-Class Experiences That Make a Lasting Difference, *Hattie, Marsh, Neill, & Richards*, No. 1, p. 43

Between Systemic Reforms and the Mathematics and Science Classroom: The Dynamics of Innovation, Implementation, and Professional Learning, Knapp, No. 2, p. 227

Constraints or Guideposts? Developmental Psychology and Science Education, Kuhn, No. 1, p. 141

Culturally Sensitive Parent Education: A Critical Review of Quantitative Research, Gorman & Balter, No. 3, p. 339

Debating Inclusion in Synecdoche, New York: A Response to Gresham and MacMillan, Ferguson & Ferguson, No. 4, p. 416

Development of Epistemological Theories: Beliefs About Knowledge and Knowing and Their Relation to Learning, The, *Hofer & Pintrich*, No. 1, p. 88

Historical Review of Technology Research in Special Education, A, Woodward & Rieth, No. 4, p. 503

Impending Demise of the Discrepancy Formula, The, *Aaron*, No. 4, p. 461 Introduction, *Palincsar*, No. 4, p. 373

Middle School Advisories: Retrospect and Prospect, Galassi, Gulledge, & Cox, No. 3, p. 301

On the Complex Relation Between Cognitive Developmental Research and Children's Science Curricula, *Metz*, No. 1, p. 151

Parameters of Affirmative Action: Equity and Excellence in the Academy, The, *Tierney*, No. 2, p. 165

School-to-Work Transitions for Youth With Disabilities: A Review of Outcomes and Practices, *Phelps & Hanley-Maxwell*, No. 2, p. 197

Social Competence and Affective Characteristics of Students With Mild Disabilities, Gresham & MacMillan, No. 4, p. 377

Thinking Aloud and Reading Comprehension Research: Inquiry, Instruction, and Social Interaction, Kucan & Beck, No. 3, p. 271

Using Ideology: Cases of Nonrecognition of the Politics of Research and Practice in Special Education, *Brantlinger*, No. 4, p. 425

What We Have Here Is Failure to Communicate: A Rejoinder to Ferguson and Ferguson, Gresham & MacMillan, No. 4, p. 421

Why Do Parents Become Involved in Their Children's Education? *Hoover-Dempsey & Sandler*, No. 1, p. 3